

U.S. Government Curriculum Bundle #1

Title	Suggested Dates
Foundations/Constitution	Semester 1 – Aug. 24 – Sept. 10 (13 days) Semester 2 – Jan. 4 – Jan. 28 (19 days)



Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> • Throughout history, individuals and groups have organized governments according to different beliefs and principles. • Constitutional government in the U.S. developed over hundreds of years with accumulated ideas and political practices. • American beliefs and principles such as limited government and individual rights are reflected in the U.S. Constitution. 	<ul style="list-style-type: none"> • How and why have governments in other times and places organized themselves? • How did constitutional government develop in the U.S.? • What are the American beliefs and principles reflected in the U.S. Constitution?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
Foundations		
<p>GOV.1 History. The student understands major political ideas and forms of government in history. The student is expected to:</p> <p>GOV.1A explain major political ideas in history such as natural law, natural rights, divine right of kings, and social contract theory; and</p>	<ul style="list-style-type: none"> • Precursors that led to the following theories such as the laws of Hammurabi and other codified governments • Natural law – a body of law or a specific principle of law that is held to be derived from nature and binding upon human society in the absence of or in addition to positive law based on a notion of timeless order, was an important influence on the enumeration of natural rights by Thomas Jefferson and others- includes standards of justice which transcend laws made by humans. Students should analyze or discuss what life would be like in a state of nature. • Natural rights – John Locke: “life, liberty, and property.” Thomas Jefferson adapted these ideas in the Declaration of Independence, i.e., “life, liberty and pursuit of happiness.” Other natural rights are included in the Bill of Rights such as the five freedoms of the first amendment, due process in the Fifth Amendment, and cruel and unusual punishment in the eighth amendment. 	<p>We the People Education Program: http://www.civiced.org/index.php?page=wtw-introduction</p>

U.S. Government Curriculum Bundle #1

	<ul style="list-style-type: none"> • Divine right of kings – Belief that monarchs were chosen by God. Gave the monarch unlimited authority. Students may analyze how divine right and “might makes right” led to the ideas of separation of church and state, and separation of powers i.e. federalism. • Social Contract Theory – In order for man to live in groups, he must give up some of his freedom to the government in exchange for protection of his natural rights. The idea was developed by Thomas Hobbes in <i>Leviathan</i>, expanded by John Locke in <i>Second Treatise on Government</i> and Jean Jacques Rousseau in <i>Social Contract</i>. The authority of government is derived from the consent of the governed. The citizens could challenge a government that does not preserve their natural rights. Examples: Glorious Revolution in England and American struggle for independence. • Rights of Man – a treatise in defense of the principles of freedom in response to Edmund Burke’s attack on the French Revolution. 	
<p>GOV.1 History. The student understands major political ideas and forms of government in history. The student is expected to:</p> <p>GOV.1B identify the characteristics of classic forms of government such as absolute monarchy, authoritarianism, classical republic, despotism, feudalism, liberal democracy, and totalitarianism.</p>	<ul style="list-style-type: none"> • Absolute monarchy – ruler controls all aspect of life: social, economic, and political. Oftentimes tied to divine right of kings. • Authoritarian – type of government in which an individual or group has unlimited authority, and individual rights are subordinate to that power. No restraint on power exists. Examples: Imperialist Japan, Czar Nicholas I of Russia. • Classical republic – a representative democracy in which a small group of leaders, elected by the citizens, represents the concerns of the electorate. The interests of the majority take precedence over the interests of a few. Example – Ancient Rome (representative democracy), Ancient Greece (direct democracy) • Despotism – ruler has absolute power and used the power tyrannically. • Feudalism – political system based on the rule of local lords bound to a king by ties of loyalty. Serfs worked the land giving tithes to the nobles. The nobles gave tithes and military service to the king. The king provided land (fiefs) to the lords in return for protecting his kingdom. Example – Medieval Europe • Liberal democracy – type of democracy based on the protection of individual rights and freedoms and on the consent of the governed 	

U.S. Government Curriculum Bundle #1

	<p>to establish political authority. Government focuses on protecting individual rights from the tyranny of the majority. Authority is derived from consent of the governed people have the right to alter or abolish government when it fails to fulfill its purpose. Example: United States</p> <ul style="list-style-type: none"> • Totalitarianism – Government attempts to control all facets of the lives of its citizens. Examples: Soviet Union under Stalin, Germany under Hitler, Cuba under Fidel Castro, Iraq under Saddam Hussein 	
<p>GOV.2 History. The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. The student is expected to</p> <p>GOV.2A analyze the principles and ideas that underlie the Declaration of Independence and the U.S. Constitution, including those of Thomas Hobbes, John Locke, and Charles de Montesquieu;</p>	<ul style="list-style-type: none"> • Thomas Hobbes – Enlightenment thinker. Social Contract theory. It is the responsibility of the majority to protect the rights of the minority. • John Locke – natural rights. Life, liberty and property. Strongest influence on Thomas Jefferson • Charles de Montesquieu – separation of powers and checks and balances to prevent one part of government from becoming too powerful. • Magna Carta- signed by King John in 1215. Established rule of law in which government leaders must act according to set of laws. Monarch could not levy taxes without consulting the nobility. Those accused of crimes had the right of a trial by jury of peers. • Petition of Right – signed by King Charles I in 1628. Must have Parliament’s approval before levying taxes. Gave people a voice through representation in Parliament. • English Bill of Rights – signed by William and Mary in 1688. Monarchs could not rule without consent of Parliament. Especially the concept of petitioning the king without fear of reprisal. • Mayflower Compact – 1620. Separatists fleeing religious persecution in Europe used the compact to establish the first basis in the new world for written laws. 	

U.S. Government Curriculum Bundle #1

<p>GOV.6 Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to</p> <p>GOV.6C compare the role of government in the U.S. free enterprise system and other economic systems</p>	<ul style="list-style-type: none"> • Socialism – government controls some means of production (major industries) • Communism – government controls all means of production • Free enterprise – people own the means of production • The United States government regulates the decisions made by businesses and consumers but consumers decide what will be produced 													
<p>GOV.13 Government. The student understands the similarities and differences that exist among the U.S. system of government and other political systems. The student is expected to:</p> <p>GOV.13A compare the U.S. system of government with other political systems;</p>	<ul style="list-style-type: none"> • Federal System divides the power of government between national and state governments. • Confederate System involves two or more independent states which unite to achieve a common goal • Unitary System all authority rests with a central government. State and local governments have only those given to them by the central government. • Parliamentary system – A form of government in which the executive branch is made up of a prime minister or premier and that official’s cabinet 													
<p>GOV.13 Government. The student understands the similarities and differences that exist among the U.S. system of government and other political systems. The student is expected to:</p> <p>GOV.13B analyze advantages and disadvantages of federal, confederate, and unitary systems of government; and</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">System</th> <th style="padding: 5px;">Advantage</th> <th style="padding: 5px;">Disadvantage</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Unitary</td> <td style="padding: 5px;">Central government holds all power</td> <td style="padding: 5px;">No local power</td> </tr> <tr> <td style="padding: 5px;">Federal</td> <td style="padding: 5px;">Power shared by nation, state, and local government</td> <td style="padding: 5px;">Each level has to create its own laws, elect officials, create agencies</td> </tr> <tr> <td style="padding: 5px;">Confed-erate</td> <td style="padding: 5px;">Each state represented</td> <td style="padding: 5px;">Weak central government</td> </tr> </tbody> </table>	System	Advantage	Disadvantage	Unitary	Central government holds all power	No local power	Federal	Power shared by nation, state, and local government	Each level has to create its own laws, elect officials, create agencies	Confed-erate	Each state represented	Weak central government	
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Federal	Power shared by nation, state, and local government	Each level has to create its own laws, elect officials, create agencies												
Confed-erate	Each state represented	Weak central government												
<p>GOV.13 Government. The student understands the similarities and differences that exist among the U.S. system of government and other political systems. The student is expected to:</p> <p>GOV.13C analyze advantages and disadvantages of presidential and parliamentary systems of government.</p>	<ul style="list-style-type: none"> • A presidential system is a system of government of a republic where the executive branch is elected separately from the legislative. • A parliamentary system is distinguished by the executive branch of government being dependent on the direct or indirect support of the parliament, often expressed through a vote of confidence. <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 5px;">Systems of</td> <td style="padding: 5px;">Presidential</td> <td style="padding: 5px;">Parliamentary</td> </tr> </table>	Systems of	Presidential	Parliamentary										
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U.S. Government Curriculum Bundle #1

	Government				
	Advantages	<p>Elected by the people which makes the president's power more legitimate</p> <p>President is supervised by others</p> <p>Speed and decisiveness of actions</p> <p>Fixed term provides more stability</p>	<p>Flexibility and responsiveness to the public</p> <p>More accountable since power is not divided</p> <p>Easier to pass legislation</p> <p>Popular among multicultural countries</p> <p>Easy transition to democracy</p>		
	Disadvantages	<p>Is not constitutionally stable and has a tendency towards authoritarianism</p> <p>Allows government to shift blame between branches hard to remove an unsuitable president until his term is completed</p>	<p>Sometimes leads to unstable governments</p> <p>Lacks checks and balances</p> <p>Head of government cannot be voted on</p> <p>Lack of election calendar</p>		

Constitution

<p>GOV.2 History. The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. The student is expected to</p> <p>GOV.2A analyze the principles and ideas that underlie the Declaration of Independence and the U.S. Constitution, including those of Thomas Hobbes, John</p>	<ul style="list-style-type: none"> • Articles of Confederation – 1781. First form of American government. Loose association of states working together for the common good. Each state had a constitution so allowed the federal government little authority. Also analyze or discuss the flaws of the articles that led to the U.S. Constitution. • Shay's Rebellion - the post-Revolutionary clash between New England farmers and merchants that tested the precarious 	<p>Website: http://www.constitutionfacts.com/</p>
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U.S. Government Curriculum Bundle #1

<p>Locke, and Charles de Montesquieu;</p>	<p>institutions of the new republic, threatened to plunge the "disunited states" into a civil war. The rebellion arose in Massachusetts in 1786, spread to other states, and culminated in an abortive attack on a federal arsenal. It wound down in 1787 with the election of a more popular governor, an economic upswing, and the creation of the Constitution of the United States in Philadelphia.</p>	
<p>GOV.2 History. The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. The student is expected to</p> <p>GOV.2B analyze the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, and James Madison, on the development of the U.S. government;</p>	<ul style="list-style-type: none"> • Founding Father – individuals who played a major role in declaring US independence, fighting the Revolutionary War, or writing and adopting the US Constitution. • John Adams – served in 1st and 2nd Continental Congress, led the debate that ratified the Declaration of Independence, served as Vice President for 8 years under George Washington and was elected the 2nd President of the United States in 1796. Significant to note that he was not elected Vice president rather received the second most votes in the presidential election of 1788. • Alexander Hamilton – Considered intelligent and decisive. Was a delegate to Continental Congresses and the Constitutional Convention as well? He was a leading Federalist and favored strong central government. Helped write the Federalist Papers. He was the first secretary of Treasury during which time he established the Mint and the National Bank. He believed in a loose interpretation of the Constitution. • Thomas Jefferson – Third president of the United States. Author of Declaration of independence. Approved the Louisiana Purchase. Leader of American Revolution. Delegate to Continental Congress. First Secretary of State, taking Benjamin Franklin’s place as minister of France. He did not write the Constitution because he was in France at the time. He was an Anti-Federalist and supported a strong Bill of Rights. His opposition to a strong central government led to the creation of the first political parties. • James Madison – “Father of the Constitution”. Fourth president of the United States. Essential to the writing and ratification of the Constitution. One of the authors of the Federalist Papers. He supported a strong central government. He also wrote the first 12 amendments to the Constitution, 10 of which were ratified as the Bill of Rights. 	

U.S. Government Curriculum Bundle #1

<p>GOV.2 History. The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. The student is expected to</p> <p>GOV.2C analyze debates and compromises necessary to reach political decisions using historical documents; and</p>	<ul style="list-style-type: none"> • The Great Compromise (Connecticut Compromise) – took ideas of Virginia Plan and New Jersey Plan providing representation. (Large state vs. small state) • Three-Fifths Compromise – North vs. South. Southern states wanted to count slaves in population, north did not. Compromised on 3/5. • Federalist v. Anti-Federalist – Federalist led by Madison, Hamilton, and Jay favored a strong central government. Anti-federalists led by Patrick Henry, George Clinton and others favored states rights. Conflict argued in Federalist Papers. Compromise was reached by including the Bill of Rights in the Constitution. 	
<p>GOV.2 History. The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. The student is expected to</p> <p>GOV.2D identify significant individuals in the field of government and politics, including Abraham Lincoln, George Washington, and selected contemporary leaders.</p>	<p>George Washington – First president of the United States, set precedent by stepping down after two terms and initiating a peaceful transition of power and creating a Cabinet. One of his greatest accomplishments was issuing the Neutrality Proclamation because it allowed the fledgling United States to build a solid system of government without becoming embroiled in a foreign war.</p>	
<p>GOV.8 Government. The student understands the American beliefs and principles reflected in the U.S. Constitution. The student is expected to:</p> <p>GOV.8A explain the importance of a written constitution;</p>	<p>A written constitution holds both people and the government accountable to the laws of the land.</p>	
<p>GOV.8 Government. The student understands the American beliefs and principles reflected in the U.S. Constitution. The student is expected to:</p> <p>GOV.8B evaluate how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution;</p>	<p><i>Form a more perfect union</i> – in union there is strength</p> <p><i>Establish justice</i> – the law in both its content and its administration must be reasonable and impartial. People and government both live under the rule of law.</p> <p><i>Insure domestic tranquility</i> – keep the peace at home</p> <p><i>Provide for the common defense</i> – defend the nation against foreign</p>	

U.S. Government Curriculum Bundle #1

	<p>enemies</p> <p><i>Promote the general welfare</i> – the government is a servant of its citizens and in general the services it provides will benefit all or most people</p> <p><i>Secure the blessings of liberty</i> – each generation must learn, understand, and be willing to stand up for liberty when necessary</p>	
<p>GOV.8 Government. The student understands the American beliefs and principles reflected in the U.S. Constitution. The student is expected to:</p> <p>GOV.8C analyze how the Federalist Papers explain the principles of the American constitutional system of government;</p>	<p>Federalist Papers were a collection of essays written by John Jay, James Madison, and Alexander Hamilton that promoted a strong central government and describe a republican form of government. The principles they espouse were Judicial review, limited government, checks and balances.</p>	
<p>GOV.8 Government. The student understands the American beliefs and principles reflected in the U.S. Constitution. The student is expected to:</p> <p>GOV.8D evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;</p>	<ul style="list-style-type: none"> • Republicanism – The citizens have political authority are bound by social contract to obey laws and their rights are guaranteed by a constitution • Individual rights – a citizen is entitled to all rights as long as they don't infringe on others. • Popular sovereignty – The people are the only source of power for any and all government actions. Government can only govern with the consent of the governed. • Limited government – no government is all powerful. The acts of the government are those willed by the people • Separation of power – no one branch has too much power. • Checks and balances - each branch of government is subject to a number of constitutional restraints by the other branches. • Federalism – division of power among the central government and several regional (state) governments 	
<p>GOV.10 Government. The student understands the concept of federalism. The student is expected to:</p> <p>GOV.10A explain why the Founding Fathers created a</p>	<p>The Founding Fathers had recently separated our country from England, which was a unitary system of government. They instituted a federal system of government in order to divide the power given to government and establish a system of checks and balances. There are</p>	

U.S. Government Curriculum Bundle #1

<p>distinctly new form of federalism and adopted a federal system of government instead of a unitary system;</p>	<p>continuing disputes over the divisions of power.</p>	
<p>GOV.14 Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:</p> <p>GOV.14A understand the roles of limited government and the rule of law to the protection of individual rights;</p>	<ul style="list-style-type: none"> • Limited Government - no government is all powerful. The acts of the government are those willed by the people • The rule of law implies that government authority may only be exercised in accordance with written laws. <p>Limited government and the rule of law are applied in the Bill of Rights and other amendments.</p> <p>Fifth Amendment – Can not be charged for the same crime twice, every citizen gets due process, and you do not have to testify against ones self</p> <p>Tenth Amendment – There are powers given to the federal government and the state government separately concerning individual rights</p> <p>Fourteenth Amendment – All citizens born or naturalized in the United States are citizens</p>	
<p>Social Studies Skills TEKS—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.</p>		
<p>GOV.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>GOV.21A analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p>	<p>Access Inspiration template from campus share drive. (Campus share/Social Studies)</p> <p>Have students use Excel to categorize information.</p> <p>Use Graphic Organizers on the PISD Social Studies Resources webpage.</p>	
<p>GOV.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p>	<ul style="list-style-type: none"> • when labeling graphs • assurance words 	

U.S. Government Curriculum Bundle #1

GOV.22A use social studies terminology correctly;		
GOV.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: GOV.22B use standard grammar, spelling, sentence structure, and punctuation;		